



April showers?

photo by Conroy

FWC watching Savage case

by Paul Bergeron
Managing Editor

John Holden, professor of political science, and chairman of the Faculty Welfare Committee, (FWC), said yesterday that the committee has appointed Professor of Education Thomas Marshall as its intermediary in the Savage case.

Earlier this semester, professor Peter Savage of the political science department was refused tenure by the Board of Trustees, despite a 7 to 1 vote by the department's tenure committee in favor of the proposal.

The tenure committee of the political science department is composed of all tenured faculty members. The one negative vote was cast by George Romoser, chairman of the department. The vote then went before the Promotion and Tenure Committee of the University. Their recommendation was that Savage not be given tenure. Melville Nielson, acting dean of the college of liberal arts, Academic Vice-President Eugene Mills, President John W. McConnell,

and the Personnel Committee of the Board of Trustees upheld the decision of the Promotion and Tenure Committee.

The denial to install Savage as a tenured faculty member resulted in his receiving a terminal contract, that is, a one-year contract which expires at the end of the 1971/72 school year. The decision has been protested by Savage and other faculty members.

Nielson, when asked about protests received so far from members of the faculty said, "I really don't think there is anything I can comment on. I think that's the proper thing to say."

"I had a talk with the dean to find out the reasons for the refusal and I have those reasons," said Savage. "The dean has indicated that he would accept a request for a reversal of the decision, using the same process which was used originally. I am preparing, at this time, a request for a reconsideration." The president refused to reverse the decision when asked,

but according to Savage, "he offered a mediation panel consisting of one representative from the Vice-President's office, one representative of the political science department's tenured faculty, and one outsider appointed by McConnell."

"This committee would have had the power to recommend, but no power to render a decision. The members of the department, except Romoser, approved it. The Academic Vice-President rejected it."

In addition to the protests leveled by faculty members, Savage appealed the decision to the Faculty Welfare Committee and to the American Association of University Professors (AAUP).

Professor Holden explained the FWC's role in the case. "The faculty welfare committee's role in a problem such as this is to be certain a faculty member who feels he has been aggrieved has an opportunity to be heard. Ordinarily we say 'exhaust all the areas of help there are in the faculty handbook.' We look at a complaint from all sides and if

we feel that he has been aggrieved we go to the president and ask for a committee and public hearing."

The FWC deals with cases of dismissal, tenure, and promotion. "The committee has never yet spelled out what it would do for a non-tenured faculty member," said Holden, "but as long as I'm chairman this opportunity will be available."

Marshall explained his position as, "a one man intermediary between the committee and anyone else involved." He pointed out that "the Faculty Welfare Committee doesn't step in until they agree that all ordinary procedures have been closed. At this time we feel they are still open."

There have been reports of students, faculty members, and administrators taking sides in this issue, but these can not as yet be substantiated.

Academic Vice-President, Eugene Mills, was out of town yesterday and was unavailable for comment.

THE NEW HAMPSHIRE

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Durham, N.H.

Vietnam veterans seek end to war

by Dick Nelson
Staff Reporter

There are between 600 and 700 veterans of the American armed services at UNH, and a national group, the Vietnam Veterans Against the War, hopes to organize them as part of a movement to stop the war in Vietnam.

The VVAW is based in New York, but has delegations across the country and a growing membership of more than 9,000. Its members have been in Vietnam, were sick at the killing and atrocities they saw all around them there, and are now working to stop the war.

This Monday a delegation will be coming to UNH from the VVAW New England headquarters in Cambridge. The group will be at the Memorial Union from noon until 10 p.m., hopefully recruiting new members. From 7 to 10 p.m., veterans of the Vietnam War will be in the Belknap Room of the Union showing films and discussing their experiences with American war crimes in Vietnam.

"We want to show veterans that they can bring about change, on campus and in the community," said Mike Peltz, the local organizer of the VVAW. "A lot of people have strong feelings, but they haven't been able to channel them in any constructive way."

tive way."

Peltz, who lives in Dover, spent 19 months in Vietnam with the Army's 101st Airborne Division. Eighty members of his division are now in the VVAW, opposing the war.

A table has been set up in the lobby of the Union, but it has been there just a few days and only 30 to 35 veterans have filled out questionnaires to join the VVAW. At the Monday meeting, Peltz hopes to get the names of every veteran on campus and recruit as many of them as possible for the VVAW.

Peltz explained the object of the VVAW nationally. "We want to paint a clearer picture to the public of what has happened in Indochina and is happening today. We want to show the kind of dehumanizing tactics that have been used and the racist attitude which prevails there."

Peltz said American troops were trained to look on all Vietnamese as "only slant-eyed gooks representing death and destruction." He said this dehumanization of the Vietnamese people contributed to incidents like My Lai where civilians are slaughtered like animals.

He also said that "atrocities have taken place and are taking place as a matter of policy in Vietnam." Peltz said these at-

rocities were not only morally unjustified, but were also in contradiction to the Geneva Convention and the earlier Hague Convention.

"These conventions were ratified by the House and by the Senate and signed by the President," Peltz said, "making them the law of the land."

The impact of the Vietnam Veterans Against the War is already being felt nationally. In the House of Representatives last Tuesday, a group of liberal Democrats announced plans to hold open hearings on the "command responsibility" for American "war atrocities" in Vietnam. The VVAW was one of two veteran groups causing pressure toward this decision.

On the same day, in Albany, New York, six members of the VVAW quietly revealed their personal participation in Vietnam "war crimes" to the state legislature, although those listening paid little attention.

Peltz tried to explain the refusal of the legislators, and Americans generally, to accept the fact of American atrocities in Vietnam.

"People have to justify the war," he said. And he maintained that they couldn't justify the sacrifice of 40,000 Americans

in a war where the U.S. committed immoral acts against human beings. Americans must be the "good guys."

The VVAW is planning a convergence on Washington, for April 19-23 concomitant with other peace groups, for a schedule of meetings, marches, lobbying, and guerilla theater presentations. The operation will be non-violent, and members of the VVAW plan to turn in any medals they won in Vietnam in a symbolic ceremony on Capitol Hill.

It is hoped this mass demonstration will have an impact on legislators. "When people get involved and let their representatives know they care, the response should come," Peltz said.

Anyone who wants to help should attend the meetings on Monday or, if they can't come or would like information, should phone Peltz at 742-5010. They can also call Chris Sachs, another VVAW organizer on campus, at 882-5647.

The activities of the VVAW are not restricted to veterans exclusively. Anyone who is against the war is welcome to do his part. In fact, Sachs himself is not a veteran of the armed service. He is involved because his brother was a captain in the Marine Corps and was very aware of the conditions in Vietnam.

Two language departments reconsider 401, 402 credits

by Phil Cotton
Staff Reporter

Three weeks ago, the French-Italian and German-Russian departments announced that credit for 401 courses would not be granted until 402 was passed. Since that time both departments have or will reconsider their stands.

Student discontent voiced in the Revolver and in letters to the editor of THE NEW HAMPSHIRE, and the non-cooperation of the Spanish-Classics Department are the principal reasons for reconsideration.

"Early last year," explained Professor Marron C. Fort, German-Russian department head, "Messrs. Pincus, Hudon and I decided to make the change in the first-year courses. It was my understanding that all three departments were going to go along with the change. I mean, if he (Spanish Department Chairman Pincus) had told us that he wouldn't have gone along, we wouldn't have decided to make the change."

"The Revolver has little to do

with my change in favor of returning to the old way," continued Fort. "The main reason is that the Spanish department has decided not to go along, and unanimity of the departments was foremost in my mind."

"After all I have been through getting the change," said Fort, "last spring and this fall, I feel my time has been wasted and I've been down the primrose path."

"I don't think I've been pressured or have caved in to 'dirty mouths' concerning my change. Without cooperation and unanimity," said Fort, "we will reconsider going back to the old way at the next departmental meeting."

Meanwhile Professor Louis J. Hudon, French-Italian department head, feels no need to change, despite two insulting letters and innumerable unfavorable reactions.

"Because of the Revolver," said Hudon, "we wouldn't consider changing at this time. Besides that, anything unsigned, I won't listen to. As to unanimity of the departments, it was es-

entially the only reason we pursued the change."

The Spanish-Classics Department Chairman Michael S. Pincus, explained the misunderstanding over the formation of the new ruling, and the use of the option.

"I talked about the change with some members of the department, and I felt they were against it," said Pincus. "Obviously the breakdown was in this department. As far as unanimity among the departments is concerned, I don't recall it ever being discussed. But it could be said to have been tacitly understood."

"I don't consider myself a hero," continued Pincus, "and the Revolver missed the whole point of the department decision. The problems of the language courses are different, and if this department considers a semester of Spanish to be worth four credits without the second semester, I don't think there is anything fascist about not giving credit for just one semester. And most certainly the department decision was not to get everyone to take Spanish."

Conscientious Objectors not bucking system

by Marcia Powers
Asst. News Editor

"A recognized conscientious objector is not bucking the system," said Lydia Willits, Durham draft counselor, and she added, "it's the third-highest active category" of the Selective Service System, i.e., the Selective Service Act of 1967.

Contrary to the common myth that conscientious objectors classified 1-0 are exempt from service, a CO is subject to conscription for 24 months of civilian work under the present draft law.

Willits explained, "The order to report for civilian work is the same as the order to report for induction. Anyone who has a 1-0 can volunteer for alternate service in the same way as a 1-A volunteers for the military."

"The Selective Service System is trying to discourage a person from being a CO by limiting jobs," Willits said. "This is based on the fact that CO's who are looking for jobs have a hard time getting their jobs approved."

"There are a lot of good jobs available, but local boards are not recognizing those jobs as alternate service. It's a very strange situation."

Willits said that between 6,000 and 8,000 recognized conscientious objectors are looking for jobs now "because state directors are not approving jobs that fall into the categories as recognized by the Selective Service regulations."

The law requires that a CO's alternate service "contribute to the maintenance of the national health, safety or interest" as local boards may determine appropriate.

Willits said the general category is a non-profit organization or government agency. Alternate service may include work for rehabilitation centers, homes for the mentally disturbed, social service agencies, housing projects or Boys' Town.

The agency HELP in Boston, which gives emergency counseling by volunteers to kids in

trouble, could be included in this category.

"The important thing is that the job assignment is solely up to the local boards. And some will only approve it if it is approved by the Selective Service director of the state where the local board is."

The National Director has advised local boards that civilian work "should constitute a disruption of the registrant's normal way of life somewhat comparable to the disruption of a registrant who is inducted into the armed forces" (LBM 64, 1).

"They say it's too easy for you or they say it's not disruptive to your life" so they do not recognize the job as alternate service," she said.

"So it's very hard for a counselor to advise anyone because it depends on the attitude of the local board. I have no knowledge of how a registrant's local board

is going to react to the job request."

Willits said local boards are granting more CO's a 1-0 status right now than at any other time since the Welsh decision in June, 1970, which broadened the definition of conscientious objection to include objection based on deeply held moral or ethical beliefs.

"There have been between 3,000 and 4,000 claims per month," she said.

"One of the problems a registrant may have in requesting a 1-0 (CO) classification is if he also has a 'bona-fide' medical disqualification, i.e., diabetes, flat feet, etc., which would give him the 1-Y or IV-F classification."

"Some registrants would rather be a 'recognized CO' than a 1-Y or IV-F, and if granted the medical deferment after a pre-

induction physical they cannot appeal for a 1-0."

Willits said that Chairman of the House Armed Services Committee F. Edward Hebert "is trying to pass a law that alternate service would be for three years instead of two."

Hebert's intent, she said, "is to be punitive and to discourage young men from applying for a CO status."

"Hebert said that a CO should no longer be considered a CO on the nature of his belief but on his sincerity and willingness to do an added year of alternate service."

Willits, who is against a required third year alternate service, said, "I don't think it will pass in the Senate. Some Senate members have a better sense of justice; they recognize that alternate service is in lieu of 24 months of active duty as required by law."

HELP focuses on educational crisis

In an attempt to offer innovative educational alternatives to the existing traditional modes of education at UNH, five students have organized HELP WEEK, April 12-16. (See pages 7 & 8.)

HELP (Humane Education Liberates People) WEEK, financially supported by Sidore Lectures Committee, MUSO, and Student Government, was designed by these students to "focus on the crisis in American education."

As explained by Lisa Buss, a senior English literature major, the reason the week came about was that "we feel we are at a level of awareness that enables us to believe that we do not want to live or educate ourselves like the others that we see around us. Most of us in this group are constantly working at our lives all day long and not sitting and waiting for classes to begin. Everything during the day has something to do with our education, and we don't have to sit and wait to go places to get it. To us our education involves every concern that we

have in our daily lives."

"Alternatives and change, this week is what their lives should be all about," added Mike Barn-dollar, a senior communications major. "The exposure might help them to think in terms of educational alternatives, and to realize that it can be, and is being done in other ways."

"It occurred to us that nothing has been happening on this campus all year that is really student oriented," said Alice MacKinnon, senior political science major. "Most students don't know about any alternatives available to them here or elsewhere."

Barn-dollar stated that he thought "a lot of the blame for people not knowing about alternatives in education rests with the faculty."

"Most faculty members are not student oriented, when in Butcher, senior English literature major. "We saw ourselves trying to kiss ass to that concept of a faculty member being student-oriented, when in

reality, it's the students themselves who have to get oriented."

"It really bothers me," Butcher continued, "that the idea of changing educationally isn't paramount in people's minds. It seems to us that this is the very essence of learning."

"They go to classes, they take notes, they take exams, but none of that has anything to do with their lives," MacKinnon stated.

"Most of what he or she is supposed to learn," said Barn-dollar, "has nothing to do with the students' life when he leaves. Most are retrained before they begin their jobs. The University has become a degree factory."

"I personally need something like this week," said Nancy Dix, a senior psychology major. "I need it to give me new ideas about improving education, and as evidence that others think that the traditional modes of education are oppressive. I feel caught in an educational trap, (Continued on Page 4)

by Christie Gregg

In an effort to demonstrate an ecologically balanced, aesthetically planned, and economical community, six Life Studies students have requested the use of ten acres of University land for construction of such a community.

The project, begun in January, has gained the support of several faculty and ecologically concerned New Hampshire agencies. However, thus far the University has been reluctant to grant permission to the project group for use of the land.

In a letter to Paul Brockelman, associate professor of philosophy and Contract Workshop coordinator, David Ellis, associate academic vice president said: "Without exception, there has been support for the use of University land for activities such

as organic farming and applied geology in land use . . ."

"With respect to the use of land for student dwellings, there was considerable reluctance on the part of all concerned."

"Approval of the request . . . would carry with it an implied endorsement for this activity. . . this would, in fact, have the potential for severely hurting the Life Studies program in terms of its image on campus and . . . would also have the potential serious consequence of hurting the University in the public eye."

In addition, it was commented that once individuals were living on the land, the ways and means whereby such an experiment could be terminated were limited and could lead to a type of activity . . . which the University would want to avoid."

Further negotiations are plan-

ned for next Monday, when representatives from the project group and faculty supporters will meet with academic deans.

The first proposal was drawn up on February 8, 1971.

This land, the West Foss Farm Area, was to be used by Life Studies Living Crafts Workshop study groups; organic farming, geology and land use, and pottery, in addition to the six Contract Workshop students.

The workshop considered authorization for use of the site for a period of one year (March 21, 1971 - March 21, 1972)

The group plans to fulfill its goal in the following manner: 1) The six students, (Dave Greene, Sarah Karrick, Mary Keegan, Bill Maloney, Michael Mattin, and Bill Stewart) want to build a small, self-contained (Continued on page 4)

Ecological symposium April 14, 15

The International Studies Council of UNH is sponsoring an ecological symposium April 13 and 14.

The symposium, entitled "Toward a Stable World Ecology," will stress the international ramifications of an abused environment.

"The discovery of DDT in seals off the Priboff Islands, English air pollution in Norway and nuclear fallout all over the earth has made us painfully aware of

the fact that ecology is a world problem," commented Douglas Wheeler, symposium director and professor of history at UNH. Dr. John Stoessinger, acting director of Political Affairs of the United Nations, Dr. Ned Bayley, of the U.S. Dept. of Agriculture, and Edward Goldsmith, Editor of The Ecologist (London, England) plan to speak at the symposium.

They will be joined by faculty from Dartmouth and UNH,

local students and residents. Stoessinger will open the program with a speech on April 13 at 10:30 a.m. in the Multi-Purpose Room of the Memorial Union.

He will be followed by Bayley, who will speak at 1:00 in the Multi-Purpose Room.

The remainder of the conference which will consist of slide shows and panel discussions, will be held in the New England Center.

"We would like to see a large turn out of students at panel discussions in the New England Center, as well as for the lectures in the Multi-Purpose Room," remarked Wheeler.

"UNHTE and the Durham League of Women Voters have been a great help to us," he added.

Petitions for University Senate seats must be returned by 3 p.m. today to the Student Government office.

Anyone interested in applying for the Student Caucus Scholarship must submit a Parent's Confidential Statement to the Financial Aids Office in Thompson Hall today.

Davis appearance clarified

In an effort to clarify the controversy surrounding the appearance of Rennie Davis, a defendant in the Chicago Eight conspiracy trial, on April 14, Charles Leocha, student body president, has attempted to contact major figures throughout the State.

Leocha telephoned the defeated American Party gubernatorial candidate Meldrim Thomson. He was unable to reach either President McConnell or Governor Walter Peterson.

Leocha explained to Thomson that Davis was only one speaker in a "balanced" lecture series.

Other speakers included David Brudnay, former editor of National Review, Dr. Tung, who taught at the University of Peking prior to the Communist take-over there, Young Americans for Freedom National Chairman Allen McKay and representatives from the South Vietnamese Embassy.

Thomson called Leocha's idea of a balanced lecture series "in the best American tradition."

"We haven't had that balancing on campuses across the country," he continued.

"I like your program very much," added Thomson.

Sentron System stops smuggling

by Sheila Dunn

Have you walked through the library gates lately and wondered how many book-smugglers "the machine" detected daily? Perhaps because the checker is still there you concluded that the system is not successful.

According to Mrs. Deichert, loan librarian, the Sentron system is functioning well. The alarm is set off approximately five times a day, and not just for uncharged-out material. Because the machine is quite sensitive to certain metals, numerous objects may set it off.

The library keeps an informal record of when the Sentron is set off and why. It is commonly referred to as their "goof-sheet." Earlier in the year the alarm would buzz as many as 15 times a day, but the number has dropped for two reasons. The machine has been regulated to be less sensitive, and people seem to be bringing less metal into the library, said Deichert.

Such objects as cameras, notebook binders, umbrellas, briefcases with metal frames, tape recorders, tin cans, and scissors inside a woman's purse have been found to set off the alarm, noted Deichert. One of the less common to be detected was a T.V. dinner. Ordinarily aluminum is not picked up by the Sentron.

Besides various odd objects, materials which have not been checked out are detected, which is what makes the system worth having. When a person starts through the gate and the alarm is set off, the desk librarian asks to check one's belongings. If an uncharged book is found, the person is asked to charge it out.

The library is not trying to catch potential thieves, Deichert explained. In fact the administration was reluctant to install the Sentron, hoping it would not be necessary. Unfortunately, however, the losses over the year have been great.

Referring to the students, faculty, and townspeople, Deichert said, "When they think it through, they realize that we don't want the books for ourselves, we don't want to see them on the shelf, we want to see them in your hands. The only way we can do this is to be sure that every book the library buys and owns is here for your use."

Though some are embarrassed, some indignant, some amused, most people are willing to help the librarians find what set off the alarm. One of the more

curious women insisted on emptying the contents of her purse in order to find the magnetized object.

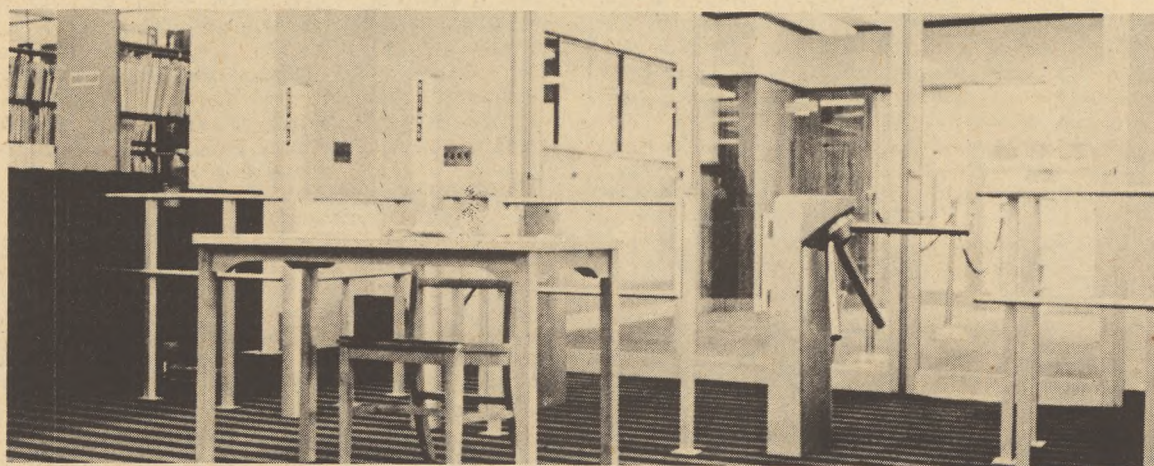
Deichert explained that "anyone who realizes the problems of any library, realizes that we have a terrible problem in pilfering and stealing. . . and if they're genuinely interested, then they won't resent it (being checked)."

With a circulation of 200,000 books a year and sometimes 2000 a day, protective measures must be taken. The library also owns a small hand-sized instrument labeled the "Frisker" which, when passed over the person's body, can detect any concealed books. As yet no one has used it due to its more personal nature, though it is very

effective and works on the same principle as the Sentron.

Unfortunately the system does not detect wood. At least ten black leather chairs have been removed by various means from the library. Deichert feels "maybe people look at this as not stealing. Maybe because it's state property, and because you pay tuition, it belongs to you." There are very few ways to deal with the problem, and no one enjoys being "watched."

Although one cannot help feeling somewhat persecuted if the alarm goes off when he is passing through innocently, the machine does have charm for some people. One student carrying a pile of books to be charged out remarked, "I think I'll just walk through. I like the sound."



UNH Library "Magnet line"

photo by Wallner

bulletin board

THE NEW HAMPSHIRE prints notices free of charge for any non-profit organization on campus. Deadlines for publication are 6 p.m. on Sunday for Tuesday's issue and 6 p.m. on Wednesday for Friday's issue. Due to space limitations Bulletin Board notices can be run only two issues prior to the event.

AEGIS CONTEST

Anyone wishing to submit entries to Aegis' writing and photography contest, bring them to the Union main desk or Room 110C. Poetry: 1st prize \$25, 2nd prize \$15, 3rd prize \$10. Short Stories: 1st prize \$25. Essay: 1st prize \$15. Photography: 1st prize \$10. Deadline is April 21.

V.V.A.W.

There will be an informational meeting of the Vietnam Veterans Against the War Monday April 12 in the Union at 7 p.m. The meeting is to inform the public of veterans' work in the Indochina War, and what they are doing for peace in the U.S. A documentary film concerning the Detroit "Winters Soldiers" investigation is planned.

STUDENT CAUCUS SCHOLARSHIP

Anyone interested in applying for the Student Caucus Scholarship must submit

a Parents' Confidential Statement to the Financial Aids Office in Thompson Hall no later than April 16. The Scholarship is awarded to an undergraduate student with a 2.5 cumulative grade point average who was at least a first semester sophomore as of September 1970. Financial need will be the major criteria for this scholarship, however, participation in extra curricular activities will be taken into consideration.

BIOLOGY SPEAKER

Phi Sigma Biology Honorary is sponsoring a lecture by Dr. Robert Ritchie, director of the rheumatic disease laboratory of the Maine Medical Center Tuesday at 7:30 p.m. in Howes Auditorium of Demeritt Hall. The subject will be autoimmune diseases and there will be no admission charge.

SENATE PETITIONS

Petitions to run for the Senate can be picked up today at the Student Government Office. Petitions must be in no later than 3 p.m.

SOPHOMORE SPHINX

Sophomore Sphinx elections will be conducted Monday through Wednesday in all three dining halls, during the lunch

by Lou Ureneck
Staff Reporter

Did you know Durham has a banana tree which has grown eight feet in three weeks?

It lives along with orchids, an olive tree, bamboo, and coffee plants at the greenhouse complex, a long, slender, rectangular structure with six glass sections that reach out like fingers for Route Four.

The greenhouses serve the botany, plant science, and forestry departments as well as the Thompson School. And they indirectly serve the people of New Hampshire.

"A lot of work that is done here can be applied in the field," noted Fred McMullen, supervisor of the University greenhouses. McMullen is a ruggedly built,

blonde-haired graduate of the Thompson School. His calloused hands testify to his physical labor in the greenhouses; and his broad smile indicates the pride he places in his work.

"The professors cooperate with the people of the state," continued the young McMullen. "They attend meetings of the Plant Growers, Turf Growers, and other such organizations, and answer their questions and try and solve their problems."

"We're on call all the time. That's the purpose of a state University," he remarked, leaning back in a chair of his office which is huddled in a corner of the building.

The University greenhouses are used primarily by faculty and graduate students for research. The Thompson School facilities are used by students. "During the school year all work is done by students in the greenhouse as part of their work experience. . . ." reads a Thompson School brochure.

And work they do, Thompson School students grow a variety of popular flowers from seed. The students sell the flowers to the public at "dirt cheap" prices.

"Our income from the sale of flowers that we grow is used in the operation of the Thompson School greenhouse," explained Robert Kennedy, associate professor in Thompson School. Kennedy is a grey-haired devotee of the greenhouse who has been with the University for 30 years.

"The money is put in a floral materials fund. We expect to be getting a third major refrigerator from the funds of our flower sales," boasted Kennedy.

Kennedy is an easy-going man who possesses the kind of patience that can only come from growing flowers; a man who can nurse a plant for a year in expectation of a fleeting moment of bloom.

Kennedy noted a lot of four-year students demonstrate an interest in taking the floral courses in Thompson (Two Year) School. He added that the courses were especially popular with girls from liberal arts and home economics.

The Thompson School facilities

ery, a representative from the Greater Boston Peace Action Coalition.

VOLUNTEERS NEEDED

Volunteers are needed for work with a youth organization concerned with voter registration and in forming a student credit union. Especially needed is clerical help. Write to Dick Greenlaw, c/o Sen. Tom McIntyre, Federal Building, Portsmouth, N.H.

FEDERAL EMPLOYMENT

By dialing 1-800-225-7803, anyone located in New Hampshire can obtain information on current federal job opportunities. (Continued on page 4)

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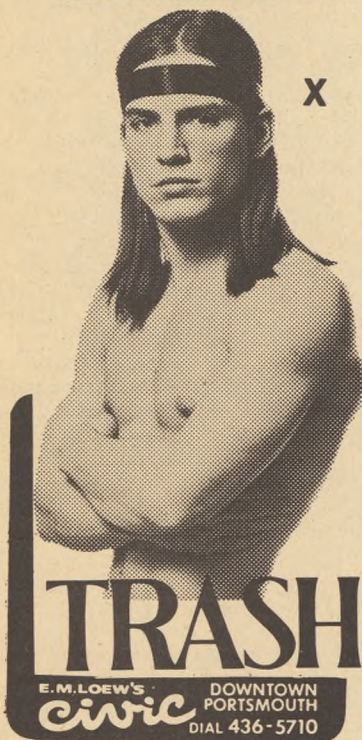
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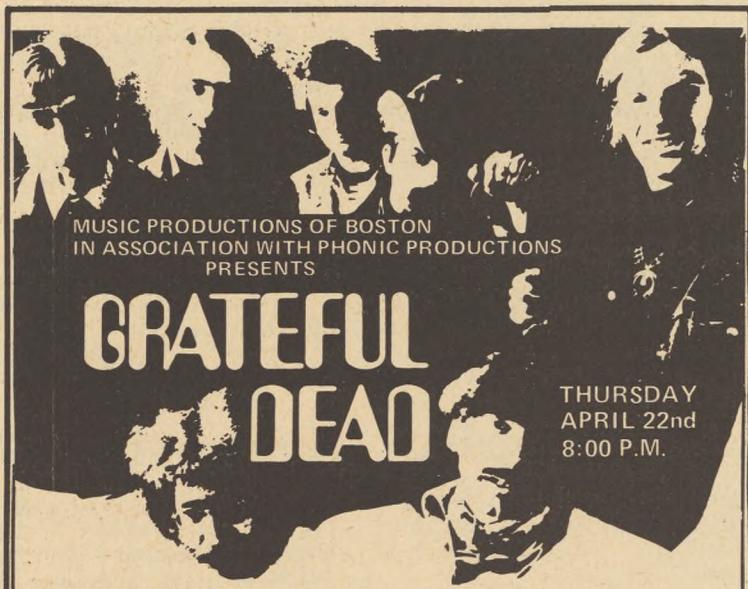
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St. Thomas Moore Church

Pre-Marriage Conference

All Are Welcome

Engaged couples are invited to participate in three evening sessions of marriage preparation. Topics: communication, psychology of man and woman, sex and sexuality, and parenthood.

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'High Comedy' to be unveiled at UNH

by Jeff Posson

A classic comedy dealing with the problems arising from "uncontrolled sensuous love" and opposing schools of child-rearing will be presented by the University Theatre, April 21-24 at 8 p.m., and April 25 at 2 p.m., in the Johnson Theatre.

The production is being directed by Dr. Richard A. Rice, an assistant professor in the Drama Department. Rice feels that the situation and the resulting comedy of the play are especially appreciable today. He chose the play not only for the highly comedic content, but because it affords the cast a chance to work within the classical acting style. The production also makes use of other creative forces on campus by including music composed by Assistant Professor of Music Mark DeVoto and a translation done by Dr. Warren K. Held Jr., associate dean of the College of Liberal Arts and professor of Classics.

The translation was done "for fun" says Held who is looking forward to the premiere production of his work. Held spoke of Terence as an "artist" among

Roman playwrights and a master of language. Dean Held's translation has been published in Dell Editions.

Terence, who came to Rome as a slave, was purchased, educated, and later freed by Senator Terentius Lucanus from whom he took his name. Terence's comedies were highly regarded among the literary critics of the day. Of Terence's six extant comedies, "The Brothers" is best known, and along with his play "The Eunuch," has served as a plot and character model for such playwrights as Sedley, Moliere and Shakespeare.

The set designed by Raymond Bernier of the theater faculty follows standards of classical comedy. Jeff Posson, a sophomore theater major, and co-founder of the Youth Theatre Workshop in Concord, is assistant director.

The cast is presently working on development of Terence's stock characters in preparation for the April 21 opening. The cast includes: Dan Gerstein, Neil Faiman, Wayne Hoyt, Randa McNamara, Doug Cumming, Patti Booth, Jeff Posson, John Burns,

Sarah Cowie, Ed Trotta, Peter Gogan, Ann Gilman, Karen Urie, Jon Buliung, Pat Tierney and Anne Lovett. "The Brothers," an evening of high comedy concludes UNIVERSITY Theater regular season of drama.

Tickets are available at the box office, or by contacting the (Continued on page 4)

The leading actor in the Royal Shakespeare Company's production of "Midsummer Night's Dream" now playing in Boston, will visit the UNH campus this afternoon.

"Alan Howard Comes Up to Say Hello" is an informal hour of poetry, music and drama with the actor to be held in Scudder Gallery of Paul Arts Center at 2 p.m. He will be accompanied by a guitarist.

Howard, who recently played the title role in the Royal Shakespeare Company's "Hamlet," doubles the roles of Theseus and Oberon in the production of "Midsummer Night's Dream." His visit to campus is sponsored by the Sidore Lectures Committee.

art look

by Pat Bowie
Fine Arts Editor

My box has been filled of late with numerous announcements of student productions in Hennessy Theater: musical reviews, plays, and other original student works seem to be the newest and most entertaining forms of theater at Paul Arts Center. Unfortunately most of the information is received too late to receive primary story consideration for the Fine Arts page.

One of the first student projects which received popular and critical acclaim was Randa McNamara's "An Evening With Randa McNamara" (what else??) The talented singer and guitarist combined a nightclub setting with her own folk style with remarkable results; repeat performances by popular demand.

Coming up next week are two more student productions to be performed for the general public. Jim Dowd, a theater major at UNH, is directing an original "jazz-poetique" called "Abner and Ben are in Love Again" to be performed on Wednesday and Thursday. Falko Schilling's "Ship Ahoy" players will perform "Big Words and Little People" on Friday, April 16 at 4 p.m. and April 17 at 1:30 and 2:30 p.m. in Hennessy Theater. This is but one of several

children's theatre productions scheduled in the area. Jeff Posson, a theater major and d.j. for WUNH-radio says that rehearsals for the "jazz poetique" are "very exciting."

I believe Jeff. Why? Several of the student productions I have seen either in rehearsal, as acting/directing class projects, or in performance have been superior. A case in point is Mary Lou Ledden's direction of "I'm Nobody" by David Kranes. Kranes, on campus to assist with the production of his recent play, "Guests," was among the audience that afternoon last November. Hennessy Theater was filled to near capacity for Heidi Lyne's excellent portrayal in the leading role.

I heard Randa in rehearsal and discovered the amazing amount of work necessary for a believable performance; technical considerations alone are phenomenal. In addition to the hours of human endeavor in all facets of production, there are the financial problems.

Some money is necessary for minor expenses. The Drama department is allotted funds for production on the condition that such funds be paid back by the end of the season. Any profit is sincerely appreciated. Unfortunately, the budget is small,

facilities still inadequate (all performing arts are usually scheduled for either Johnson Theater or Hennessy), and time considerably tight.

The calendar in the drama office is usually full and the main bulletin board is covered with student groups who have managed to secure a hallway, office, or staircase to block action or read lines. There are only two classrooms, as such, in the entire drama department -- Johnson stage and Hennessy theater.

There is a workshop where stagecraft classes and technical director, Ray Bernier, create the sets for University plays; I suppose that could be called a classroom too.

The human assets overcome the physical liabilities. The only way drama majors can meet together as a group is to meet at midnight when everyone is through rehearsing, setting lighting, gels, pounding nails, sewing, cleaning, and painting.

If theater is so demanding, why are so many involved? After all, there are so many unemployed actors in New York now that the scramble for work is defeating. I guess it is the driving creative urge, to walk across the stage and have somebody appreciate it.

UNH prof. favors electronic music

by Sue Ahearn
Staff Reporter

The world of electronic music is a vital part of life for John Rogers, associate professor of music. He is actively involved in this field of contemporary music, and is very concerned with its future both on campus and nationally.

Rogers composes not only for regular instruments but also for so-called "serious" electronic music. "I had been working in composition for a long time and I became interested in electronic music in graduate school," said Rogers.

He does not view electronic music as a type of unusually eccentric music, but sees it as something which is actually a little-known part of people's everyday life.

"Almost all music people listen to these days is electronic," commented Rogers. He emphasized that virtually all the music available to the public has been electronically modified in some way, often by the mere transformation of the performance onto a phonograph record.

Electronic music differs noticeably, depending on whether one is working in the commercial field or in that of serious music. Rogers explained the methods of approach, noting the fundamental difference in the desired goal. "The use of electronics in commercials is for specific, dramatic and interesting effects," commented Rogers. The time span of the effect is much briefer in a commercial, and therefore the message must be clarified as rapidly as possible.

Serious electronic music, however, develops in another manner. According to Rogers, composers of serious electronic music, work with long pieces in which the pitch and rhythmic structure is complicated, rather than attempt to achieve a specific intent in a short time.

"Although the first electronic music was done by serious composers, it is used mostly by rock groups," said Rogers. The same musical methods used in serious composition often benefit both the rock music and commercial advertising communities. Rock groups spend huge sums of money developing electronic techniques, which ultimately benefit the serious music composer. Although composers of serious music originated the concept of electronic music, rock musicians have contributed enormously to its development because of the large amounts of money available to them for experimentation in the field.

Analog studio

The electronic system that composers use at UNH consists of an analog studio which contains equipment such as the synthesizer. (A digital facility, housed Kingsbury, gives the composer greater and more precise electronic control.) When using this digital facility, it is necessary however, to learn a programming language.

Computers, in terms of electronic music, are used solely as performing instruments, and are not involved in composition. Computer time is extremely expensive, costing about \$180 an hour. Because the results of the programmed music are not usually available, the analog studio can produce results more quickly. But Rogers notes, "Everything has its advantages and disadvantages."

The analog studio equipment is less than a year old. The studio is composed of the Bulcha synthesizer, not yet fully assembled but worth \$4000. A complete synthesizer would cost approximately \$600 to \$8000. Equipment also includes three tape recorders used to record the electronic compositions and an electric organ used for sound effects.

The synthesizer itself consists

of a sequencer which produces certain repetitive sounds. These sounds are filtered, (made to sound like different instruments), by a process known as "patching." Patching determines the pitch or speed of the sound. The pitch is not determined by a standard patch pattern, but is instead achieved by random selection. Standardizing the pitch pattern would destroy creativity, explained Rogers.

Rock groups often develop standard pitch patching because they use certain standardized effects quite frequently in their music. These sounds, whether standardized or not, generate signals that can be taped or altered later if necessary.

People have been thinking about electronic music since the beginning of the century, continued Rogers. He pointed to the experiments done by Bussoni, who performed music transcriber experiments in 1910, and other early electronic music composers, who drew in music on the side of film, in a manner similar to a film soundtrack.

Rogers commented about the more advanced development of electronic music. "After World War II, serious electronic music really started," he said. Rogers emphasized that the development of recording instruments greatly aided that of electronic music. Concerning the advancement of electronic music he said, "It had to wait for the development of the tape recorder. With tape recorders, everything was possible."

Fundamentally different

Rogers, who studied electronic music at Princeton, has written electronic music compositions himself. "Electronic music is fundamentally different. Electronic music is not performed, it is taped." Rogers compared electronic music to paintings, which are already completed when viewed.

Rogers believes that electronic music composition "is much more time consuming." He feels that many contemporary composers are now turning to electronic music because it is interesting as a field in itself. The other reason cited by Rogers was the fact that most contemporary music is of such a high quality of difficulty that it can only be generated electronically if it is ever to be performed.

This quality of difficulty involved with contemporary music is complicated by the problems of modern U.S. orchestras. To perform a contemporary composition, an orchestra would be required to spend a huge number of rehearsal hours to prepare a performance. Because of the time and expense involved, U.S. orchestras cannot afford to perform contemporary works. "American orchestras will not play new music," commented Rogers.

Soloists can sometimes afford to spend time studying contemporary music, but despite this fact Rogers said, "New music is difficult to come to terms with. Most composers of serious music either write for small groups or computers."

Outside of the university, contemporary composers are lost. Rogers feels that if the university as a haven for the contemporary composer dwindles, so too will contemporary music suffer a similar fate.

There are few orchestras willing to devote time to contemporary compositions. Milton Babbitt, composer of "Relata I," says, "Until, if ever, such an orchestra is formed, few demanding contemporary works will be performed. . . and the composers of such works who have access to electronic media will, with fewer and fewer pangs of renunciation, enter their studio with their composition in their heads, and leave those studios (Continued on page 4)

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Muskie to hold informal rap session at UNH

by Barbara Davis

Senator Edmund Muskie, D-Maine, will appear at UNH, sponsored by the Student Government and the newly formed Youth Coalition for Muskie, to hold an informal rap session April 17, at 11:30 a.m. in the Durham-Coos Room of the Union. He will also hold an informal talk at the Assembly Hall in Exeter on the 16th at 7:30.

Lanny Davis, National Coordinator of "Students for Muskie" spoke here recently to announce the Senator's coming, and to help with the formation of a YCM at UNH.

"We are trying to build very broad-based coalitions of students and non-students. We feel Muskie has the ability to reach a broader contingency of people to help send the country where I would like to see it go," said Davis.

He continued, "Students should take the blame for much of the lack of success so far. They should make more of an effort to get outside each other. I remember last spring during the Moratorium, there was no effort to get off campus, too much of an elitist attitude. There are many young workers, blue-collar workers, students in junior and community colleges, vocational and trade schools, who

can't make a political analysis on our level and aptitude -- not all having read Marx."

"Muskie can create a new coalition with a cross section of those being screwed by the government, problems of the average consumer, those victimized by corporations. He can make a coalition of equal cuts of hard hats and students, suburban housewives and welfare mothers," Davis added.

"We wish to make it clear that Muskie is running a campaign that is basically no different in policy on Vietnam and Hoover, and on many basic domestic issues is quite similar to McGovern. The people we hope to reach are those who were involved in the McCarthy and Kennedy campaigns in '68. Muskie has alienated many of the old guard Democrats, yet he is the future of the Democratic party. The orientation of 'Students for Muskie' came out of what I like to call the 'Insurgency of '68,'" Davis said.

"I have found in my touring of the country that there is a general visceral reaction to the personality of the man," commented Davis. He described one particular visit to a North Philadelphia mill community made up of "white ethnics" with a general "fear of racism." Many

of the residents were East Europeans -- Polish included, as Muskie is -- who expressed a general trust and liking for Muskie, yet had no particular reason for feeling that way. One older gentleman said, "I trust Muskie will see it through the right way."

When Davis related this story to Muskie, the latter replied, "What's important, they know where I stand."

"That's the main reason I joined Muskie. People are concerned with the image more than the substance but Muskie won't tell the Right 'Don't be for us'. He won't play both sides, doesn't stoop to hedging," Davis stated.

Muskie's image as the Senator from Maine has helped him quite a bit in his presidential bid. On a recent trip to Wilson, N.C., he was highly praised. "It's not a matter of North versus South, it's rural versus urban. Muskie to us is South. He's a small town, rural, country boy," said Governor Scott of North Carolina. This comment followed Muskie's Civil Rights speech before 5000 Wallace supporters.

Muskie has substance as a Senator and presidential candidate. During his recent re-election campaign in Maine, he was under pressure from many old

guard Democrats in the state to support the D.C. Crime Bill. He felt it to be against his better judgment, and voted "no" on what he termed "an experiment in repression." This res-

ponse was quite unexpected on his part, yet he won his re-election by 63 per cent.

Anyone interested in working for Muskie should contact Joyce Dube at 862-2467.

"Students for McGovern" plan publicity campaign

by Paul Bunning
Staff Reporter

A group of UNH students calling itself "Students for McGovern for President" is organizing a campaign for Senator George McGovern (D, S.D.) who visited New Hampshire in the third week of March.

Dan Greenleaf, a sophomore political science and secondary education student, and Leo Lessard, an extension student, are coordinating the group. In addition to campaigning for McGovern, the students seek to give information to the UNH community regarding the Senator's political views.

Now consisting of nearly 45 students, and aiming to enlist as many more as possible, the organization began with a query from the national student organization backing McGovern. Greenleaf and Lessard accepted the position of coordinators on the UNH campus during Christmas vacation.

Plans for the near future include polling UNH students concerning their feelings about issues in general and McGovern in particular, publicizing the views of the Senator, and above all, marshalling the organization's forces.

Greenleaf foresees, "a lot of support among students. McGovern is concerned about stu-

dents, he listens to them. He is concerned about the war, and is the leading proponent of ending it. He is concerned with the situation of students.

"McGovern was the first to attack Nixon's Vietnamization policy. He is primarily an anti-war candidate. But even if Nixon gets the troops out of Vietnam by 1972 there are still other issues. McGovern is concerned about the environment, human rights, women's rights," he continued.

Greenleaf wasn't sure of McGovern's views on overpopulation. "McGovern is Chairman of the Committee on Nutrition in the U.S. Senate, though, so he's concerned about children starving," Greenleaf remarked.

"People criticize McGovern for not having charisma, and he may not have the kind of charisma that comes out and slaps you in the face, but he's calm, easy to talk to, and he says what he feels. The late Robert F. Kennedy said the most decent man in the Senate was Senator McGovern," said Greenleaf.

Students working for "Students for McGovern for President" poll, write letters to newspaper editors, and help to raise funds in their free time. Coordinator Greenleaf noted.

Typesetters needed for part-time work. Accuracy and speed essential. Applications available at THE NEW HAMPSHIRE office. MUB Room 151.

art happenings

HIGH SCHOOL DRAMA
New Hampshire High School thespians will bring productions of short plays to UNH Friday and Saturday (April 2 and 3) to compete in the N.H. High School Drama Festival. Performances will continue Friday afternoon and Saturday with a limited number of tickets available at the door for \$1. Judges' decisions will be announced Saturday night following the performance of UNH's "Showstoppers," a musical review.

BAROQUE MUSIC
A concert of Baroque Music will be given in the Scudder Gallery of the Paul Creative Arts Center at 8 p.m. on Apr. 11.

ALCHEMEDIA
"The Gladiators", a new science fiction film by Peter Watkins will be shown at 6:30 and 9 p.m. in SSC Room 4, Tuesday, April 13. The film is sponsored by the Alchemedia Film Series. Admission \$1.00 or season ticket.

STUDENT MUSICAL
A "jazz-poetique" musical, "Archer and Ben are in love again" will be presented Wednesday and Thursday, April 14 and 15 at 8 p.m. in Hennessy Theater. The student project was written and directed by Jim Dowd. A \$1.00 donation asked at the door.

Bulletin Board

(Continued from page 2)
tunities, procedures for applying, or special programs for returning veterans, toll-free. Information will be mailed on request.

GLASSES FOUND
A pair of wire rimmed glasses was found near the Dairy Bar. Call Heather at 862-2374.

WOMEN
Anyone interested in forming a Women's contingent for the April 24 demonstration in Washington please call Sherry Young at 659-376.

MONEY FOUND
A considerable sum of money was found in the Union cafeteria. The owner may claim at the Granite office. See Dick Kline.

CAMPUS GOLD
There will be a meeting of Campus Gold next Tuesday, April 13, at 6:30 p.m. in room 122-C of the Union.



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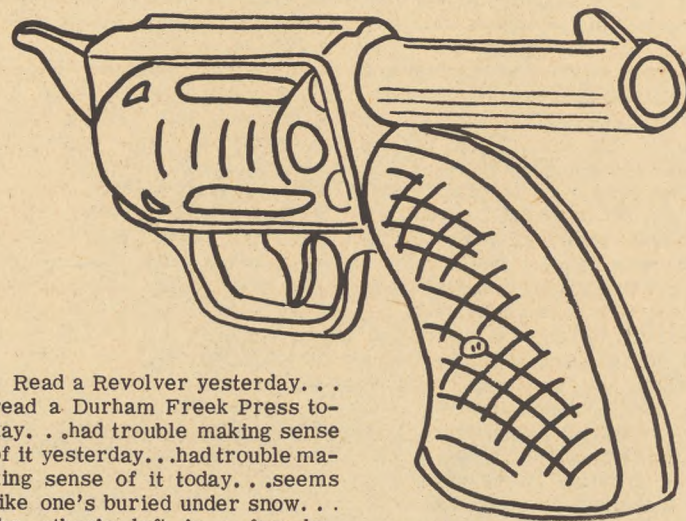
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Circular file

Straight shootin'



Read a Revolver yesterday... read a Durham Free Press today... had trouble making sense of it yesterday... had trouble making sense of it today... seems like one's buried under snow... the other's left in a four-by-eight brown cardboard box... ZIG***ZAG*** you're a jelly-bean!

Life is full of rude awakenings. I saw the Easter Bunny yesterday and he informed me that at least one paper circulated on campus is being put together partly by "outside agitators". P.S. ... In addition to losing chairs, couches, tables, etc. the Student Union has lost a mimeograph machine.

Revolver, which started off as a good thing, has apparently gotten hung up on its own radicalness. When it's not criticizing tenure policies, the parking situation, Town and Campus, the language departments or the administration, it's busy creating facts and news. I suppose, however, that its excellent mastery of the English language makes up for most of its deficiencies.

The Durham Free Press is a nice little nothing too. An occasional mention of Town and Campus, though, does add a bit of spice to all the talk of dope, music and Calley.

There is no doubt that a lot of criticism leveled against people and their connections with the University is deserved, but covering up the facts with fancy rhetoric and then icing it with

misconceived information isn't going to do it.

People are still reading these papers, but more and more are finding their way to the "Keep your University Clean" cans. Fewer and fewer are paying any attention to what is said. If the as yet unknown authors view their work as a reincarnation of the informative "Strike Daily News" of last spring then they have decided themselves. What has been printed recently should have been inked on a roll of tissue paper.

House Bill 694

A bill has been proposed in the New Hampshire State Legislature which would, if passed, require the immediate expulsion of any student who did not attend classes (that's the general idea behind it anyway). If passed, Biology 409 would have to be renamed Roll Call 401. Because of the large number of students enrolled, about 2,000, "A" through "J" would be called off on Mondays, "K" through "R" on Wednesdays, and "S" through "Z" on Fridays. Since there would be no time for Professor Paul to teach, all exams would require students to give the first and last two names called in each class.

HELP . . .

(Continued from page 1)
and I expect HELP WEEK to do exactly what the name says: HELP!"

"The University has still got to accept and recognize the responsibility that it has to its students to treat learning as a life long thing," said Butcher. "It just doesn't begin or end when you enter or leave college."

He went on, "When you take them somewhere, out of their normal lives, for four years, and force them to learn things that have nothing to do with their lives, and then they have to go back into society and it means nothing... then that's sick."

"All it means is that you sat still long enough to give up your impulses and convictions and sacrifice them for a degree," Butcher added.

"The University is not a place to lie around," said MacKinnon.

"The University should be a place of action and change, and not hibernation - which is obviously what we saw coming, and that's the 'why' of HELP WEEK."

"We want to impress upon people, as well as ourselves," stated Butcher, "that no matter how alternative you think your life style is now, if you can't begin to change consciously, politically, and socially, both within and outside the University, then the chance of having any different or radical life in the future is nil."

"The whole aspect of change involves evaluating yourself and your past experience, and to take direct action to change that."

"To me, and to everyone else here, it's a really serious thing," said Butcher.

"Some people might wonder why seniors would bother to do all this and not just want to get out of here. But if we are not actively involved in changing

things now, both within ourselves and outside ourselves, then there is never going to be any hope for change in our lives at all," said Buss.

Buss spoke of the complaints that students make about the University "which means that they want to change it," she said.

MacKinnon added, "What the University has become now is a place for students to come together in a social environment. Classes don't mean anything to their lives. They just know that something is wrong, and they cope with it by smoking dope, drinking beer with their friends, not going to classes, or speeding during classes - instead of trying to realize what the problem is."

"It's a lot easier to forget about it and get a degree," Butcher added.

Dix stressed that group's awareness of past events of this type at the University. "Last year something like this was planned, and it was not well attended and we realize that this week might not be well attended either."

MacKinnon stated her feelings on possible poor attendance during HELP WEEK. "If they don't come, they are alienated from their own lives, and their feelings and reactions to everything in general. It means that they just don't see it as a real alternative."

Correction

Tuesday's front page commentary on the student caucus meeting contained two inaccuracies. In the opening paragraph the section which read "...four postponed motions and a motion that was completely ignored," should have been "...two postponed motions." The remaining motions, according to Rick Schumacher, president of the student caucus, were actually only "communications".

Music . . .

(Continued from page 3)
with their performances on the tapes in their hands."

Rogers believes that because of the somewhat dismal prospects for the future, more composers willingly employ electronic means to have their compositions performed.

Rogers is currently teaching a course in electronic music known as Electronic Sound Synthesis, Music 785, which is open to all students with the permission of the instructor. Rogers announced there will be a concert of contemporary music held sometime in May to further illustrate the electronic sound system.

Review . . .

(Continued from page 3)
Cultural Events Office, Huddleston Hall, weekdays 9-12 and 1-4, or phone 862-2290.

"What now if the sky were to fall?"

(Terence.)

Life Studies . . .

(Continued from Page 1)

community which would be their residence for approximately one year.

2) Each student would build his or her own individual one-room shelter.

3) All would help build a large community building (designed by Ian Walker) and a waste recycling facility.

4) They would grow much of their own food, live there full-time in the summer, store food for the winter, and keep a record of food consumption.

5) They plan to write a home-

stead's guide.

6) The six individual dwellings would be extremely inexpensive and of different construction.

7) Heating would be of various types to test for efficiency, pollution, and aesthetic quality.

8) Light sources would be incorporated into each structure for use of sunlight during the day; gas heat may be used at night.

9) Construction tools would be provided by students or from donations.

10) Building materials of low cost and minimum waste such as scrap lumber would be used.

11) The buildings would be non-permanent, however, sound enough to withstand New Hampshire climate.

THE NEW HAMPSHIRE

Applications for editor-in-chief may be picked up and must be submitted by noon, Friday, April 16, 1971, to the Board of Governors of THE NEW HAMPSHIRE, Memorial Union Building, Room 151.

Applications for the remaining positions must be submitted by the same date. These positions will be appointed by the new editor-in-chief.

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technical supervisor

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LETTERS TO THE Editor

New England Coalition on Nuclear Pollution

Anthony J. Roisman of Washington, D.C. will represent the New England Coalition on Nuclear Pollution before the Atomic Energy Commission at the Vernon Yankee hearing for its Vernon, Vermont plant on April 13. The Coalition will endeavor to raise all vital questions concerning radiological health and safety, engineering safety and environmental impact. Expert witnesses will be asked to testify on issues which will be indicated at the preliminary hearing in Brattleboro.

The Coalition announced that Wildlife Preserves Inc. has agreed to assist it in this educational project. Although Wildlife Preserves Inc. has not taken a position on the matter of atomic power plants, it is interested in helping to provide an opportunity to air the various concerns relating to the plant and which involve the public interest and should be heard and considered.

Contributions to this effort may be made payable to Wildlife Preserves Inc. and mailed to Mrs. F.

Cabot Holbrook, 19 Terrace St., Brattleboro, Vt. 05301. Contributions are deductible from taxable income to the extent provided by law. Contributors may indicate on an accompanying letter that the money is to be used for the Vernon, Vermont case.

The Coalition was organized in Brattleboro on February 6 and its members include scientific and legal experts as well as many concerned local citizens. At its organizing meeting last month members of the Coalition stated that the raising of vital questions about the Vernon, Vermont atomic power plant was in the public interest.

The Coalition suggests that interested persons read the article in "Science," February 26, 1971, entitled "Radiation Standards: Are the Right People Making Decisions?" by Dr. Philip M. Boffey. The questions asked by Dr. Boffey relate directly to the educational work of the Coalition. Harold P. Green, a Washington attorney who specializes in atomic matters, says that the radiation standards are being

set by a "very narrow group" who are probably competent to estimate the risks involved in radiation but are hardly fit to decide what risks are "acceptable to society".

Since the Vernon atomic reactor is located on the Connecticut River, it is anticipated that New Hampshire, which owns the river, will be involved in the hearing. The Vermont Water Resources Board has issued a permit to Vermont Yankee which allows the water temperature to be raised 6 degrees higher than the amount allowed by the Federal Water Quality Agency and by the New England River Basins Commission. This discrepancy may well constitute a basis for an objection to the permit for thermal effluents by New Hampshire.

Massachusetts may also be involved in the hearing since Connecticut River water, containing radioactive substances, will be diverted from the river 14 miles below the plant into the Quabbin Reservoir. From there drinking water will be supplied to the

Greater Boston area to about 1.8 million people.

Science advisors to the organization are: Drs. Stanley Lawrence Dingman and Robert Coltart Reynolds, Jr., Dartmouth College, Hanover, N. H.; Allan Hoffman, David Inglis and Richard Koffler, U. Mass., Amherst; Larry Gay, Marlboro College, Marlboro, Vt.; Edward J. Flaccus, Irving Lyon and John F. Wohns, Bennington College, Bennington, Vt.

Legal advisors to the organization are: R. Lawlor Cooper, Springfield, Vt.; James L. Levy, St. Albans, Vt. and Anthony J. Roisman.

Questions and assistance for the work of the Coalition may be directed to Mrs. Esther Poneck, chairman, of Putney, Vt. at 802-387-5817.

Red Cross Blood Drive

To the Editor:

The Durham Red Cross is now planning its spring blood drawing and hopes to make this the best in University of New Hampshire history!

Since this is still the 20th anniversary of the New Hampshire - Vermont Red Cross Blood Program, the theme "The Roaring 20's" has been selected for the pleasure of the donors of UNH which has been the consistent leader in this program since 1951. Several ideas are now being formulated for this annual spring event which is scheduled for Apr. 26-29, 1-5 p.m. in the Multi-Purpose Room of the Union, and which has 1000 pints as its goal. For the convenience of those donors 18 to 21, permission slips have been placed in all housing units and at the Union desk to be available for the vacation period.

Any suggestions from readers will be most welcome since this is truly their program.

Sincerely,
Jarvis Stearns
(Mrs. William)
Blood Program Chm.
Durham Red Cross

SCOPE funding defended

Dear Dave Field,

Without trying to sound too resentful, I must say that you put us in a very bad light. The only reason we of SCOPE are trying to "latch on" to student funds is because it is the only manner by which we can effectively raise the funds needed to put on a good program of concerts at reduced ticket prices. The prices quoted in our poll were the fees requested by the artists represented (Grand Funk, Grateful Dead, James Taylor, Pogo and Gordon Lightfoot) during the beginning of last semester. I dislike the way you presuppose our automatic bankruptcy. SCOPE has not entered

upon this venture as a money-losing proposition, though we are a non-profit organization. At minimal attendance levels (approximately 2500 students/concert), we could break even, the student having receiving \$5-\$6 worth of discount on a year's concerts.

With a maximum level of attendance (approx. 4000/concert) SCOPE could have made up to \$8000; money that could have been spent on lighting and sound equipment, which usually has to be hired from outsiders at extra cost.

Yes, Dave, every other imaginable manner of funding SCOPE has been considered (if you only knew), the Athletic Ticket concept being among the least satisfactory, as we must be absolutely sure of the amount of our funds before we can even begin to sign a contract for a group. We realize that our use of funds will not benefit every single student attending UNH, but we, like so many other groups, may only strive to please the majority of the student body.

We intend to include a reasonable amount of diversity in our program (folk, blues, rock, jazz), and a student who only attends one or two concerts will still make back his original investment in ticket savings. We do not, in any sense, consider ourselves a "special interest" group, we only wish to make student money work for the students, bringing them a year-round series of concerts for the least amount of money.

With love,
Bob Poole
Pres., SCOPE

Ann Robinson '71

Tarrant defends U. S. involvement in Vietnam

To the Editor:

One thing that really bugs me is to hear someone refer to the Vietnamese as "Gooks". They are not. They are people, individuals like you and me. When a person starts using words like "Gook" or "nigger" he is just revealing the small, narrow-minded mentality that is a sickness in the heart of America; the mentality that likes to lump any group that is different under a derogatory name that allows him to look down on them and thus elevate himself.

Some people love to criticize YAF for not presenting both sides of the Vietnam story. It seems that many of these same people have done an outstanding job of articulating the N. Vietnamese side of the story while saying little about S. Vietnam other than criticizing our government's policies there. I agree, our government needs a lot of criticism.

Let us now take up the standard and restore the services that we so sorely need and the air that we always breathe.

W. Russell Rytko
Lynn, Mass. 01903

Faulkingham apologizes for misquotes

to the Editor:

This is an open letter to the University community concerning an article which appeared in the Manchester Union Leader of March 18, in which certain remarks were attributed to me.

My first impression on reading the article was that, for some reason, they're out to screw me. If I had made a tape recording of my rather short talk with Mr. Pease, I could now sue the Union Leader. Unfortunately, only one other person was present at the time, but I am sure that he will substantiate what I am about to say.

When Mr. Pease began "researching" his expose of UNH, he started by getting in contact with many of the YAFers on campus. I was reluctant to talk to him, but a good friend assured the following: 1) The names of students who talked to Mr. Pease would not be used; 2) he was doing an objective report of professors and courses at the University; 3) it wouldn't take very long. OK. We went up to my room and rapped for about a half an hour. The three of us. Mr. Pease personally assured me of the above. He seemed like an honest fellow.

First, I'm not a junior but a

sophomore. That's what I told Mr. Pease, but you can see how it was written in the paper. He didn't get that straight and he didn't get ANYTHING I said straight. I was misquoted, quoted out of context, paraphrased with quotation marks. For example, I NEVER mentioned any percentage when discussing guts. Perhaps someone else he talked to did, but it wasn't me. In fact when reading some of the anonymous comments, I couldn't help but recognize parts of various sentences as mine, or parts as something either my friend said, or somebody else. In other words, Pease took half of one of my statements, and fitted it together with half of what somebody else said. And the net result of all this was the worst possible things that could be said. BUT I DIDN'T SAY THEM!! A phrase here and there, a word here and there, are mine. But as to complete sentences, I deny having actually said any of them.

My sincere apologies to every member of the faculty and student body. My apologies not for saying what I didn't say, but for ever talking to a reporter from the Union Leader to begin with! They're out to screw us all. As to why my name was the only

one mentioned out of all the students Pease talked to, I can only offer this hypothesis. A year or so ago I was State Chairman of New Hampshire YAF. Since then my dedication to the right-wing cause has decreased. I supported the strike, and was one of the "Hunter 51." Etc. Pease commented on a couple of the posters in my room, and I believe I was fairly open about expressing my growing disaffection for the Far Right. Thus . . .

I hereby announce my resignation as Vice Chairman of UNH-YAF; ditto my position as Vice President of College Republicans (UNH); ditto my membership in both organizations; ditto my association with the right-wing, conservative movement.

My advice to my fellow students: don't join any of these conservative groups. And, whatever you do, DON'T TALK TO ANYBODY FROM THE UNION LEADER. Don't even give them your name, class, or student number!

Very sincerely,
Bob Faulkingham

P.S. Anybody who'd like rap about the whole matter, is welcomed to do so. I'll talk to anyone (but reporters from the MUL).

Watson asks Szwed to look "at both sides"

To the Editor:

It is rather evident that Mr. Szwed is, in his letter to YAF in the March 12 edition of THE NEW HAMPSHIRE, indulging in the very thing of which he accuses YAF members. While bringing to the fore a few praiseworthy generalities (i.e. concern for PEOPLE as individuals, the senselessness of making Lt. Calley the country's whipping boy, and his search for honesty in the war situation), the writer's choice of one-sided, reactionary data, gaps in specific information in some of his citations and conspicuous elimination of YAF activities that have long been working on many of his complaints makes me wonder about the sincerity of such a writer that the general points mentioned above might indicate.

Would Mr. Szwed deny that the enemy is "horrible" in its treatment of captured U.S. personnel among other things? Is it not to deny reports of U.S. cruelty but to question him on both sides of the situation. If he feels

that the people he is addressing have no feeling for the nightly news statistics, I invite him to investigate (more fully than he appears to have done) specific YAF activities (local and national) on support for all troop withdrawal from South Vietnam and on work for prisoners of war. I suspect and hope that his reference to "such trivia" as dead and wounded American soldiers being "honorable" in the U.S.A. is a reactionary statement not a thoughtful, well meant one. It hardly constitutes a fair or true comment since so many Americans have been directly or indirectly touched by death or other tragedy due to this war and others. People to which this has happened from my experience hardly consider it trivia.

The belief of YAF about the "right of all people to be free to determine their own destinies" is not only not in conflict with their dislike of communism and socialism but is supportive of such a view. Mr. Szwed should have researched his history back

a bit further than he did. He would have found that from B.C. times to the present communistic governments or the like have restricted freedom of individuals. The early Christian Church, which had probably one of the sincerest attempts at a communistic society, stepped on the rights of people to choose for themselves about themselves as does Communist Russia or China today. If a group of people chooses to live under Communism (which is not the case in either Russia or China) that is their choice. However, the people of Vietnam were never given a choice as to whether they wanted to live under the communism forced upon them or a democratic republic government such as ours, or any other form of government.

I invite Mr. Szwed to follow his advice and himself try looking at both sides of all aspects involved.

Becky Watson

Alternative Life Studies Festival asks support

To the Students:

Once again a plea to students to take a hand in determining their own lives. An Alternative Life Styles Festival is being planned for the spring. The purpose of this festival is to expose people different ways of dealing with life's many complex (and simple) problems. People with fresh ideas on ways of living and a willingness to work are needed to make this festival successful. This is another chance for people to deal with the important problems that are facing them. I feel certain that there are many people at this University that do not want to spend their lives in suburbia working

their asses off in order to buy color televisions and Cadillac. What then are you going to do with your life?

An alternative life style is simply a different way of dealing with one's needs and desires. Communal living is an alternative life style but it is far from being the only alternative life style. Achieving greater depths of feeling in interpersonal relationships is an alternative life style.

I am asking students not to be afraid to get involved in something that concerns them. This festival can be altered or changed by the ideas that you want to contribute to it. This is a chance

to try to solve some of the problems of alternative life styles by working them out to present to other people. A chance to educate yourselves in areas that you are interested. Of course, you won't get four credits for putting some effort into this but you just might learn something. If you sincerely feel that the education that you are getting is so much bullshit then why not try an alternative life style? Give it some thought. If the spirit moves you come to a meeting at 1 p.m. every Tuesday in the Grafton room of the MUB. Bring ideas and/or enthusiasm. Things don't change by themselves.

David Moulton

Pincus defines academic goals

To the editor:

In light of recently published comments, a few statements seem called for regarding credits in the elementary languages.

The decisions reached by the three departments concerned were seen as academically appropriate to the study of its discipline, the other departments are "right" as well.

The faculty of all three language departments share the same general goals; on occasion, our methods of pursuing these goals may differ. It is this academic

requirement. The other language departments made their decisions for the same reasons -- that is, what is most appropriate to the study of those languages. If one department is "right" to make a decision that it deems appropriate to the study of its discipline, the other departments are "right" as well.

The faculty of all three language departments share the same general goals; on occasion, our methods of pursuing these goals may differ. It is this academic

freedom which will hopefully lead to a variety of academic programs for a variety of academic needs. To this end, we all need a chance to change our minds, to try new methods and approaches, and to make mistakes on occasion. There is no question of "good guys vs. bad guys" involved, for each department is as sincerely concerned with undergraduate education as the others.

Michael S. Pincus,
Chairman Spanish and
Classics Department

Students for Hughes

To the Editor:

Spring is definitely upon New Hampshire, and the maple sap is running well. While nature appears to be taking its course, there are also several Democratic hopefuls dropping in and out of the state, on trial runs of their own.

In less than a year, New Hampshire will be conducting its first-in-the-nation presidential primary. Interest and speculation on the race is already in the air. The State Democratic committee recently invited a covey of key Democrats and assured all that they would withhold endorsement until the competition had been eliminated by the New Hampshire voters.

Senator McGovern is definitely in the race, Senator Muskie is half in. Both men are known nationally and enjoy excellent coverage by the news media. In the background, and nearly everyone's "dark horse" is the Democratic Senator from Iowa, Harold Hughes, and at the University of New Hampshire a student group is assembling whose purpose is to broaden awareness of this man, our choice for the Democratic nomination of President in 1972.

Students for Hughes seeks to enlarge its membership in order to be able to successfully bring news of Hughes to all of New Hampshire. The voting record of this man speaks for itself; Senator Hughes has opposed the ABM and favored strict accountability of the Department of De-

fense spending; he has opposed unlimited farm subsidies; he has been the Senate's most eloquent spokesman against the Vietnam war, and has co-sponsored legislation to set a specific date for total withdrawal of U.S. troops; he has supported all legislation which seeks to rid the land of glaring social and economic inequities.

The most outstanding quality of Senator Hughes is his power to unify: every speech he has made and every bill he has sponsored has been done to bring the people of this nation together. He has sharply criticized the President for moving in divisive directions, for failing to do that which he promised so fervently in 1968: to "bring us together again."

Students for Hughes has compiled an extensive study of the Senator's voting record. We also have copies available of each of his speeches given during the past year. Our purpose now is to alert the citizenry of this state to the best man for the office of President.

There will be a meeting within two weeks at the Student Union. Students, faculty, and any others who wish to learn more about Harold Hughes are encouraged to attend. Date and time of this session will be announced soon. Please come! The time is now too soon to begin preparations for returning sanity and peace to the White House.

Steven P. Smith
M.A.T. graduate student

Requests action against Railpax route cut

Mr. Editor:

I am interested in why northern New England was cut off from the rest of the United States, principally the states of New Hampshire, Maine and Vermont. This atrocity took place on March 22, 1971, when the National Railroad Passenger Corporation, known as Railpax, announced its routes for the existing passenger trains in the United States. This quasi-public organization will operate 185 passenger trains throughout the United States commencing on May 1, 1971 for the good of the traveling American public.

Well, since three states in New England were left out, I take this to mean that the government feels that these areas no longer harbor any members of the traveling American public. We all know that this assumption is invalid, since these enumerated areas

house many playgrounds for the rest of the nation. So what is our alternative in this matter? We could in effect close our doors to the rest of the country and starve economically or we could continue to tolerate the hoards of motor vehicles that trample and pollute our landscapes and in essence gain the distinction of being the most northern pollution outpost in the country and let the future generations fly over us at 30,000 feet from other places and listen to the recording that would say, "This could happen to our fair state for here lie the once healthy areas of Maine, New Hampshire and Vermont."

NOW is the time to write either your state government or to Mr. David W. Kendall, chairman of Railpax and ask either source why we were ostracized from the rest of the country?

You don't even have to go as far as requesting the impossible, a high-speed rail corridor in our region, for you could start with asking for weekend service from the region to the metropolitan areas of Boston and New York. This would be a place to start and a reasonable request. Here we could prove that we will ride decent rail service if provided at the proper times. At all costs let us not repeat the mistakes of the late fifties and early sixties when we closed our doors to the passenger train and all it had to offer in terms of more tourists and less auto pollution.

Let us now take up the standard and restore the services that we so sorely need and the air that we always breathe.

W. Russell Rytko
Lynn, Mass. 01903

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Educational Innovation Week

by Members of (HELP) Humane Education Liberates People

Jonathan Kozol expresses views on reaching the ideal educational community

Editor's Note: This conversation with Jonathan Kozol, the author of "Death at an Early Age" and nationally known educator, took place over two apples, an orange and a round table in The Storefront Learning Center on 90 West Brookline St., Roxbury, Mass.

Kozol will be speaking at 8 p.m. in the Multi-Purpose Room of the Memorial Union on Monday, April 12, the beginning of HELP WEEK. In the following conversation Jonathan Kozol wanted us to be sure that we stressed that these were his personal views and not those of the Storefront Learning Center.

At 8:15 we pulled up in front of a brick building that was well plastered with bright colored pieces of plywood and posters. In the middle of the wooden doorway was a sign that said something about a "council," but the rest couldn't be made out in the darkness. Underneath, it said "90 West Brookline Street," and just to the right of that there was a sign about 3 feet by 5 feet that had "The Storefront Learning Center" printed in old English lettering.

After about a five minute wait, a faded yellow Volkswagen pulled up in front of us and the person who climbed out introduced himself as Jonathan. He looked about 30, with wired rimmed glasses and wore a tattered sweater, dark brown corduroys and dirty suede boots with his pants stuck inside. After introductions we climbed a subway-like stairway to the second floor where the entrance to the Storefront Learning Center was.

Inside, our attention was drawn to the large poster of the radical alphabet (A, for Africa; B, for Black; H, for Huey Newton; etc.), a fish aquarium with a poster

"... ideology is at the heart of education."

above indicating a few people's guesses at how many it contained, assorted tables that seemed to contain people's creations in various stages of completion, and walls of shelves pointing in every direction containing the conglomeration of implements that are familiar in alternative education.

In the corner of the room where the windows were high against the wall and half of a red painted wall met half of a blue painted wall and seemed to hug posters and cabinets and shelves to it, was a small, round, gray, wooden table with four straight-backed wooden chairs held up by a green wooden floor. It was there, with the curtains flapping to an open window near the ceiling, and the intermittent rain spattering on the glass, eating two apples and an orange, we talked.

Schools - political?

"My main thought about schools and the alternative learning movement is that in public schools the administrators and the education school people say 'pedagogy, learning, teaching is one thing -- politics is something different. Now you kids keep politics out of schooling!' This, I think, is a colossal fraud, an enormous deception because this is pretending that school is not already political. What they mean is to keep unfashionable politics out of schooling. They also mean keep only our kind of politics in schooling."

"Again, I think that a problem with the beginning of the alternative education movement is that a lot of free school people never even woke up to that. I think that they sort of believed that this was true for awhile. So they went from what they thought was dull, non-political schooling to hip non-political schooling; but still not coming to grips with the fact that ideology is at the heart of education. There is no way to weed it out."

"Everything that we do or say with children and no matter how inconspicuous the teacher is, if the teacher doesn't open her mouth, just by the way he or she looks, or the life style of the teacher is an advertisement for some kind of ideology. Even the architecture of the school conveys an ideology."

"The syntax that schools allow also conveys an ideology. Schools that discourage children from writing their essays in the first person -- you know, they always say, don't use the first person except in your conclusion. They're just upholding what I call the third person ideology, and of course, revolutions are not made by people in the third person. This is sort of a syntax of conservatism."

"I think that the idea of getting kids out of the public school system into almost any kind of alternative is a very radical beginning. The only thing in my mind is that I think that the society recognizes that. I think that we would be very naive to think that there are not people in Washington who have thought ahead of the implications of all these things. I think that society's major strategy for handling what looks like a dangerous movement is to try to divert us into a rebellion made of love, grass, sweetness, and the whole earth catalogue; to sort of lead us into a simulated rebellion."

"A free school of that kind wouldn't be selling patriotism anymore, but it wouldn't be doing anything to undermine it either. It creates an individual market for itself which is very attractive. A lot of people going into these commune free schools up in Vermont or wherever are very nice people, and a lot of them are people who went through the civil rights movement and were kicked

out when the Black Power Movement began. They're tired of marching and they're tired of picketing so they go up to Vermont and learn to be happy with their wife and kids and so the freedom school is replaced by the free school, but a very non-political kind of free school."

"I think that's something we have to fight with now. That's my main thing; to wage a battle to politicize those schools. I don't know how to go about that yet, but that is the thrust of my thinking right now."

Alternative security

HELP: "Not only with the free school movement, but with radical political thinking, with alternatives in life styles, and with alternatives in everything, there is a schizophrenia of wanting to be secure in an alternative, when in reality that is impossible."

"If you choose to live a radical life, then to live a radical life, then to be secure in that is

"we think of political manipulation as being a very obvious thing."

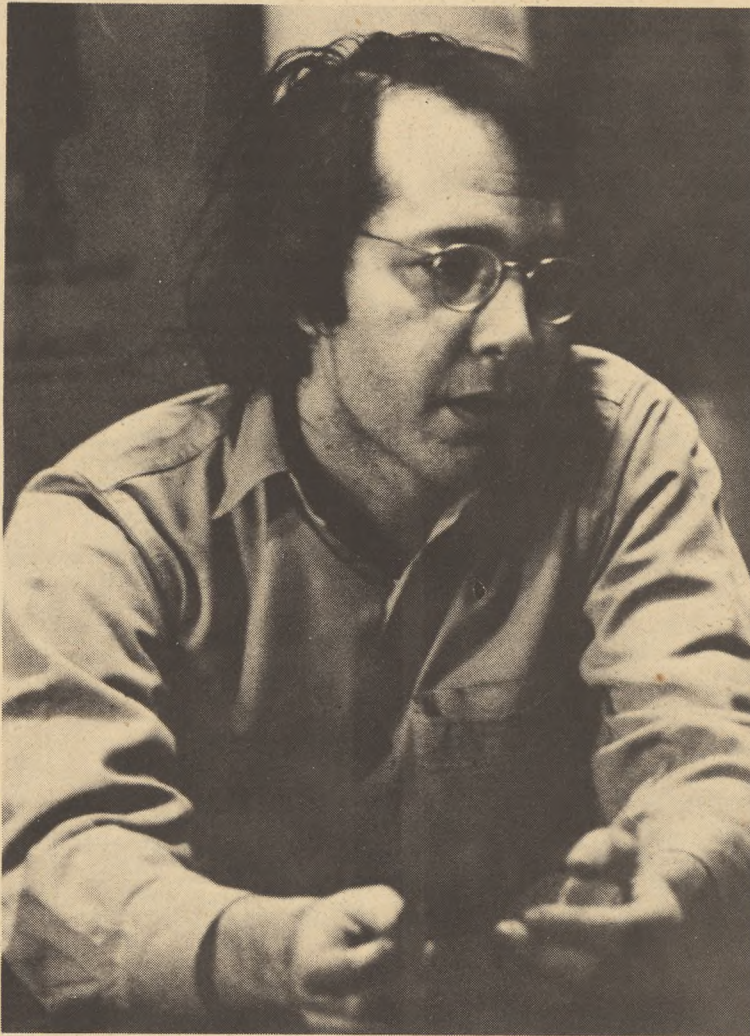
wrong because you are constantly going to be on the change. Consequently, if you do become secure, then that's a bad sign."

KOZOL: "That's exactly right. This type of euphoric country free school is, in its own way, super American because it is based on the old idea that you can bring about important change without having to pay a price for it. That's why 'The Greening of America,' Charles Reich's book, is so popular. It was a book aimed at the American market, perfect for this moment. Not that it is not an intelligent book in many ways, but the ultimate message of that book, it seems to me, is pernicious. It's saying that everything can change and nobody has to pay a price."

"Nobody has to put their bodies on the line. We don't need an Gandhi or Thoreau; we don't need any more Malcolm X, we just go out and make love in the meadows and everything will be all right. The other thing is that the people who are going out and doing that in the country are doing it under the delusion that they can genuinely disaffiliat themselves from the rest of the nation."

"They don't realize that what they are doing is made possible by the Vietnam War and by the existence of the ghetto. Of course they get very angry when you say that. They'll say, I'm not killing anyone; and I'm not a slumlord; but they would not be doing what they are doing if there were not police who locked people in the ghetto. Completely apart from all that, it is one country and nobody has the right to disaffiliate himself."

"It's like saying everyone does their own thing. Our thing is love and joy while someone else's thing in Roxbury may be misery and rats. We don't will that on them, but we're not going to do anything about it anyway. In that



Jonathan Kozol

photo by Butcher

sense, it's not a politically threatening movement. And it's really dangerous to anybody, and therefore, they are allowed to exist."

Political manipulation

John went on to stress his beliefs that all education has an underlying ideology, and that to try to keep education free from politics is virtually absurd as well as impossible. To emphasize this he talked about the public school system as a form of state indoctrination, and contended that everything that happened within the public school system was a subtle form of manipulation. He went on to cite examples of political manipulation as he saw them.

"Generally we think of political manipulation in the public schools as being a very obvious thing. For example, patriotic lies like Manifest Destiny or construction of the Pan-Am Highway to bring Gulf stations to the poor of Latin America. But now I think it has much more to do with things that are less easy to pin down."

"For instance, the kinds of words that are available to you in school. There are a lot of nouns available in school that have to do with 'suffering,' but there are very few verbs that have to do with the act of causing suffering or exploitation."

In other words, thousands of poor black kids exist in America in a seemingly uncensored state of being known as depravation, but we do not say that Daniel Moynihan deprives poor children of the right to eat. There are very few verbs which have to do at all with

take upon itself the responsibility to make those choices known to the people. He emphasized that he was not in favor of running a counter-political indoctrination school. He went on to give us examples of his views.

"I would like a free school; 1) to be geographically situated, if possible, near the city, or in the city, or close to a situation where there is something worth struggling for. 2) I would like it to constitute a moral community and therefore a political community, a community of conscience; ideally not with a party line, in other words not a whole bunch of adults who share the same slogans, but rather with a group of friends who shared the same goals."

"I don't think that I would like to be in a school that was run by only PL (Progressive Labor) where everyone had the same political position, but I think that it would be great for the school to have some PL people in it, and conceivably even someone like William Buckley. I think that should be a very exciting school for children. There would be a lot to argue about and then the children would be forced to make some choices. Does that make sense to you?"

Credentials for society

After we peeled the orange, we continued talking; but this time about the University and higher education in general.

"The purpose of higher education, as I see it, is to furnish you with a list of credentials to exist in the society. The credentials are proof that you sat still long enough to get them. That's the main thing that they prove. It isn't really what you've learned, but the only thing the credentials prove is that you sat still for 12 years in a certain kind of room, in front of the flag, and in a certain kind of situation every day, and if you get credentials after 16 years then you are qualified to teach others how to sit through it. And if you do it for 18 then you are even more important 'cause then you can go to law school and then become president."

"The longer that you have done it, the more it indicates your willingness to sacrifice your own impulses and your own convictions. The more credentials you get, the more vested interest that you have in believing that they mean something. On the other hand, if you drop out of it into a situation where you have no

credentials with which to function in the society, then the only place that you can function will be up on the country free school in Vermont, or else as a street person which really, I don't think, solves any problems, but rather just adds to another oppressed minority."

John continued to express his views on what he saw as the functions of the public school system as a form of political indoctrination.

"I think that the ideological, indoctrinational function of the

(Continued on page 8)

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The American Explorers Association is currently recruiting applicants for salary-paid summer and fall positions with private and institutional-affiliated expeditions to North and South America, Africa and the Far East.

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Educational Innovation Week

By Members of (HELP) Humane Education Liberates People

Opinion

Help 'HELP' Week

Since last spring, we have witnessed much political, educational, and social stagnation throughout the country. We have also witnessed depression rates of unemployment and an invasion of Laos. We feel that students must be made politically, educationally, and socially aware of the conditions in this society that permit such atrocities to continue.

It is our hope that the student body at UNH will take advantage of HELP WEEK, April 12-16. It seems to us that the most important thing that you can do, assuming that students here remain politically inactive, is to confront and evaluate your educational philosophies and goals in order that you may best orient yourself to your lives and if necessary, make those changes that you may find necessary.

No longer can you expect the education that the universities and colleges across the country once furnished our society with to be of value today. The very reason that the blacks and poor whites will remain in the ghetto, and the very reason that the Indo-China War will continue is because we, as students, are in school learning to be tools

of a society that propagates the constant oppression of not only blacks, poor whites, women, homosexuals and every other minority group, but also to bring it a little closer to home - that society oppresses us by forcing us to sacrifice our hopes and lives for four years to obtain a degree in order that we may, in turn, better serve our society.

It would be too mild a reminder if at the bottom of every degree that was passed out at commencement in June were the printed words: "You Are The Cause - Of The Ghetto, Of Vietnam, Of Cambodia, Of Laos," and on and on.

On April 6, University President John McConnell said that because of the fiscal situation for next year the University would be seriously considering its educational priorities. We would suggest that this be uppermost in the minds of the students here at UNH. It is time to consider our educational priorities.

We suggest that you attend as many of the events scheduled during HELP WEEK as possible. You will find some serious alternatives offered, both to your life and to education at UNH.

Alternative grading systems

by Mike Barndollar

It was about this time last year that I first met Tom Clark, of the UMass School of Education. We talked for awhile and he described the system of grading used in the school of ed. This system is called the open portfolio method of grading. Briefly, it entails letters of evaluation submitted by faculty, students, and any other person, who is in a position to evaluate a student's work. These letters may be submitted at any time and the student may refute any negative evaluation if he doesn't feel it justified.

Needless to say, I was excited. I found several other students

who were also interested in what I'd found and together we set out to change the grading system at UNH.

I won't delve into the hassles and frustrations we survived; they are many and varied. But despite them all, last fall there emerged Inter-College course 570, otherwise known as, "Evaluating the Student in Higher Education". We actually had a course to study the grading system and recommend changes, four credits to straighten out the university.

We are presently into our second semester of study (without the Council on Educational Innovation's approval this time) and

though we have not come up with our final results and recommendations I'd like to mention a few things. I sense, we all agree upon.

First of all, the University of New Hampshire does not have a grading "system". It has approximately 600 different "systems" -- one for each full or part-time faculty member teaching here. The cause for this is the University's guidelines for grading; guidelines so vague that the individual instructor can interpret them as he or she sees fit. And where does this leave you, the student? Nowhere! Unless you get one of the few faculty who tell you exactly how they are determining your grade, you just have to guess. This system leaves the grader in supreme command and with the right to grade you using any and all methods -- justifiable or not. We see a need for change. Unfortunately, study of alternative systems have not proven too fruitful because of the structure of UNH. Most of the alternatives (that we liked) just couldn't be implemented at a university that has classes with up to 2100 students, most could not be implemented at a university which admits more students each year than they can handle, and most could not be implemented at a university so poor it can't hire enough faculty and staff to effectively teach the students presently here.

We will propose an alternative system -- perhaps a credit-no credit system for the entire university. Regardless of what we do recommend, two things can be seen from the preceding paragraphs. First of all, for the reasons mentioned as well as others, the university's grading system is in bad shape and needs to be changed. Secondly, and probably most importantly, is that if you want to change something at this school you can. But you can't wait for someone else to start it and then jump on the band wagon. If you want to change things get off your ass and initiate it. The HELP Educational Week could give you direction or ideas, but the act of creating change is yours -- DO IT!

"The Brown Report." In this report, the students identified and stated the status quo, demonstrated the need for change, showed research done in all areas, and applied the research in formulating recommendations for change. Once they had compiled all of this information and had written their recommendations, the students very effectively worked to see their recommendations become fact.

Having to utilize the existing structures for change made the task before those students a difficult one. However, hours upon hours of meetings and conferences with faculty and administrators finally attested to the fact that the extensive research of a few students provided evidence in support of their recommendations which could not be contested. Finally they gained acceptance for their proposals.

A list of all the changes instituted by those students at Brown would fill a good deal of this newspaper and therefore cannot be recounted here. There will be a few students who helped to institute major changes in the organization and curriculum at Brown University here at UNH during HELP Week. You can meet them and discuss with them the processes involved in changing university education on Thursday, April 15 at 1 p.m. in the Hillsboro-Sullivan Room of the Union.

Brown University changes

by Michael Barndollar

It's been about two years now, since Brown University's entire system of education was restructured. Before the change, if you were to read about the structuring of the academic setup, or read about the method of grading or read about students' rights, you would have thought the rules hadn't changed since the University was founded.

A student was allowed very few elective courses; there weren't that many offered, so even the electives that were allowed were like requirements. If you received two failing grades at any time in your college career you no longer had an opportunity to finish your college career at Brown. The book by Jerry Farber, "Student as Nigger," perfectly described the Brown student who had few, if any, rights.

The change that was to take place at Brown was initiated by students. The initiating core group consisted of four or five students with another 20 or so students working to help out. The work was done for no credit and in spare time. These students worked for over a year and a half researching, talking to students and faculty both at Brown and elsewhere, and finally pushing through the adoption of their recommendations.

They wrote a document of about 500 pages which is known as

by Lisa Buss

"The Academic Procedures Committee was established in the spring of 1970 in the aftermath of the Winston affair. The charge to the committee was to recommend procedures for the resolution of problems concerning academic policies. This included both the clarification of existing procedures and recommendations for new procedures. The committee was unable to obtain satisfactory information from the principals involved. Therefore recommendations of this report do not derive from any special knowledge of the committee about the events of the Winston affair."

Thus begins the Academic Procedures Committee Report which will be brought to the University Senate in the near future for discussion and approval. This report will be the subject of review by a panel of five on Wednesday, April 14 at 1 p.m. in the Senate-Merrimack Room of the Union.

The panel will address the four specific recommendations made by the report and the implications of such recommendations on decision-making in the University. They will also entertain questions from the audience.

The Winston Affair was a series of events that occurred at UNH in February of 1970 involving students, faculty, department chairmen and the administration in a series of decisions and actions which had serious consequences for all concerned and which pointed out some problems in academic procedures here at UNH.

While the committee was unable to work from any specific information available on the Winston Affair, it did set out to clarify the nature of the office of the department chairman and did come up with some very interesting recommendations.

Decision-making powers

Specific questions that the Winston Affair raised were: the power of the department chairman and the dean of a college to override the decision of an entire faculty, the power of students in determining academic policy decisions which immediately affect them, the power of the University President to set up committees of arbitration with decision-making powers in a time of crisis, and the selection of department chairmen.

The affair was marked by such unprecedented incidents as a citation by 300 students outside Murkland Hall Liberal Arts Office, the

resignation of 17 department chairmen in the College of Liberal Arts, and the actions taken by President McConnell to settle the matter.

McConnell set up an Arbitration Board to settle the dispute after the students sat in at Murkland Hall and he was immediately confronted by the resignation of the Liberal Arts department chairmen who believed that "decisions affecting academic policy were being made in an emotionally charged atmosphere."

The President answered them with a promise that such "tactics will not be used again to deal with academic policy". It was in the aftermath of such events that the Academic Procedures Committee began its work.

The committee report recommends four specific proposals concerning faculty representation and authority in defining department policy and procedures, student voting representation in their academic concerns on the department level, the election and appointment of department chairmen, and the establishment of an academic appeals board.

The committee chose to focus on the department because "it is the most likely place for academic problems to begin." Taken seriously, its recommendations could have serious effects upon the way in which decisions are made in some departments on campus.

The appeals board was discussed and recommended because "in the current system appeals are made through the same administrative offices which are responsible for the original decisions," and because it was felt that balance was needed for the senate and administration in dealing with "those unusual academic problems which cannot be resolved through the existing processes".

Political factions

There was also a minority report from this committee. The first part, which was signed by Dr. Murdoch, Dean Davis, and Assistant Vice President for Research Al Prince, contested the recommendation the dean of a college be required to appoint as department chairman the person designated by a majority vote of the department involved. The grounds for dissent were that "the recommended procedure for selecting chairmen could remove a major opportunity for change and new leadership," that it

would not insure the interests of the department faculty and the academic responsibilities of the department to students, the college and the institution, and that such procedures "can encourage the development of political factions within a department".

In the second part of the Minority Report, Murdoch and Davis disagreed that the decisions of the appeals board should be binding. They feel that the "impact of the publicized recommendations of a board would carry sufficient weight to provide for a fair adjudication of any academic grievance," that binding decisions by such a board "raises serious questions with respect to academic freedom, particularly

in the absence of a clear definition of what constitutes an academic grievance," and that to place the decision-making powers of such a board "above that of the Academic Vice President, but below that of the President . . . would be particularly unfortunate."

The panel discussion of the Academic Procedures Committee Report will offer an opportunity to both students and faculty to listen to and confront members of this controversial committee. Hopefully, it will also provide an incentive to those members of the University community who are dissatisfied with the present department decision-making procedures.

From her head

by Phoebe Duck

"Ah, excuse me, Miss. I'm doing a study of totalitarian classrooms. I wonder if I might talk to you for a minute?"

"Sure, I'll talk to you but I don't have any courses in Totalitarianism."

"No, I don't want to know about totalitarianism, I'm interested in the totalitarian aspect of classes."

"You can't be serious! This is college -- not grade school. There's no totalitarian aspect here. Take a look at the catalogue. There's hundreds of courses to choose from and lots of room to pick electives. Classes here are democratic in nature."

"Well, we'll see. Would you just answer a few questions, please?"

"Yes -- go ahead."

"When was the last time you were in a class where the students determined goals?"

"Now, that's not fair. When I sign up for a course, I expect the professor to have decided the goals beforehand. That's his job, not mine."

"I see -- so you've never had any say in goals of your courses."

"No, and I don't want any. The faculty get paid for that. It's their job."

"O.K. let's move on. When was the last time students in a class determined the criteria for grades?"

"Critical? What? Are you nuts? What do I know about criteria for grades? That's the pro-

fessor's job too. That's what I pay for."

"Yes, I guess if you never determined any goals it's impossible to set criteria for meeting goals. Have you ever been in a course where the direction has changed because of student desires?"

"Oh sure. Last spring I had four courses where the professors planned on giving tests, papers and finals, but the strike put an end to all that!"

"Has that been your only experience with course flexibility?"

"Yes, but I don't mind rigid structure. I need structure and I like having the prof plan out his course with weekly assignments. When I know my weekly work load, I can plan my time better. This semester I only have classes three days a week; I can do the assignments by Thursday and take a long weekend every week."

"Since you're willing to leave so much responsibility in the hands of your professors, how much say do you have in the hiring and firing of faculty?"

"Well none, I guess, but I trust the decision-makers. I mean education is their business."

"Would it be fair to say, then, that you are willing to abdicate control of your education, yet you will believe that the educational system is democratic in structure?"

"Yes, that's fair. My education is good preparation for the rest of my life."

"I'm afraid it is."

"University without walls"

"The time is ripe for the development of fresh designs for college education -- more relevant, more flexible in meeting individual needs, more economical, which serve more kinds of students, which utilize a broader range of educative resources, and which foster continuous lifelong creative learning."

On Tuesday, April 13, at 8 p.m. in the Hillsboro-Sullivan Room of the Union, Ed Harris and Janet Owens will be speaking on the "University Without Walls" program now being planned at the University of Massachusetts, Amherst. Some information on this experimental program may be useful before they arrive.

The "University Without Walls" (UWW) program is an experimental undergraduate program now being established at 17 colleges and universities, collectively known as the "Union for Experimenting Colleges and Universities." Part of the rationale and need for this program is based on the belief that "the prevailing paradox in higher education today is a flood-tide of students eagerly seeking admission to college and in too many instances, their subsequent disillusionment, apathy, dissent, and protest."

Basically, the "Summary Statement" for UWW "outlines an alternative plan for undergraduate work which can lead to a college degree." What UWW seeks to do is:

- 1) "It abandons the tradition of a sharply circumscribed campus and provides education for students wherever they may be - at work, in their homes, through internships, independent study and field experience, within areas of special social problems, at one or more colleges, and in travel and service abroad.
- 2) "It abandons the tradition of a fixed age group (18-22) and recognizes that persons as young as 16 and as old as 60 may benefit from its program.
- 3) "It abandons the traditional classroom as the principal instrument of instruction, as well as the prescribed curriculum, the grades and credit points which, however they are added or averaged do not yield a satisfactory measure of education.
- 4) "It enlarges the faculty to include knowledgeable people from outside the academic world

and makes use of various new techniques for storage, retrieval, and communication of knowledge.

5) "It places strong emphasis on student self-direction in learning, while still maintaining close teaching-learning relationships between students, teachers and others.

6) "It aims to produce not 'finished' graduates but life long learners.

7) "Moreover, the program is so organized that it promises in time to reduce the costs of higher education, without impairing quality and standards of student undergraduate educational programs."

While each college or university in the Union is in the process of developing its own specific program, each will do so on the basis of the basic UWW model. This model, too lengthy to adequately reproduce here, deals primarily with ways of developing the seven aims listed above. In order to develop the program and integrate the work being done at the various schools involved, a non-profit university corporation, "University With-

out Walls, Inc.," is proposed. The actual planning and development of the program began in the fall of 1970 and is expected to continue until August, 1971. While some institutions began "pilot" programs with limited numbers of students in February of this year, full-scale operation will not begin until the fall of 1971 (involving 50-75 students at each UWW institution).

The Summary Statement goes on to say that "It seems clear that if we really mean to address ourselves to the many problems that now beset our increasingly troubled colleges and universities, that it will no longer be sufficient to fit new pieces into the old framework."

To find out some specific facts regarding the planning and preparation at the University of Massachusetts, come to the Hillsboro-Sullivan Room on Tuesday, April 13 at 8 p.m. and talk with Ed Harris and Janet Owens. Their experiences at UMass will be of great interest to anyone looking for viable alternatives to the present nature of undergraduate education at UNH.

Open letter to student & faculty

The week of April 12-16 has been designated HELP WEEK by its sponsors, the Educational Committee for Action, Student Government, and the Sidore Lectures Series. HELP, in case you haven't heard, stands for Humane Education Liberates People. The five students who have taken responsibility for setting up this week feel it would be of tremendous benefit if each student and faculty member were able to attend all of the planned events.

We realize that cancelling all classes would interrupt the regular academic studies, but we feel that the opportunity of seeing and understanding alternatives in education is imperative in the constructive pursuit of a liberal education. If faculty members feel they cannot cancel all their classes for the week then we would ask that each faculty member cancel one class for the week to free his or her students to attend the activities scheduled

for that time.

Students should remind faculty of this consideration if they do not want to miss any class time or if they feel, as we do, that it is important for the faculty as well as the students to attend the events scheduled for this week.

Lisa Buss
Bob Butcher
Nancy Dix
Alice MacKinnon
Mike Barndollar

Kozol . . .

(Continued from page 7)

public schools is associated with the custodial function, which locks us in for 12 years so we can't do anything until we are well indoctrinated, associated with the certifying function, which gives us a degree at the end of 12 years to prove that we are well indoctrinated; those three functions together are the absolute keystones of American citizenship. The status quo, the two party system, the managed market for American industry, and the stability that Richard Nixon or

Hubert Humphrey would depend upon rests on that."

Toward the end of the conversation John tried to give us an idea of the kinds of solutions for the problems that he had been talking about. He mentioned that these ideas were only things that he had been thinking about as yet, but he also added that the time had come for people like himself and John Holt and others to stand behind some of the things that they were advising other people to do.

"The ideal answer would be if the alternative educational movement could break away from the

public schools and develop an operation which is not custodial or indoctrinational in nature, nor credentializing in nature in any important way, and yet still glue together enough bogus trustee boards to provide competitive accreditation of some kind.

"Some people will say by doing that you are validating the credentials by imitating them. But my thinking is that on the other hand you are invalidating them by duplicating them without having to have paid a price to get them. I think that it would be what Che calls using the weapons of the oppressor to defeat him."

Humane Education Liberates People: Schedule of Events

Sunday, April 11, 1971
8:00 p.m. Film (Strafford Room)

Monday, April 12, 1971
11:00 a.m. Your administration speaks -- Stan Plummer and Jane Griswold (Carroll-Belknap)
2:00 p.m. "This is Your Life" - slide show and "No Reason to Stay" - film (Carroll-Belknap)
8:00 p.m. Main address by Jonathan Kozol (Multi-Purpose Room)

Tuesday, April 13, 1971
10:00 a.m. Training session for totalitarianism in the classroom, Rick Kean and Phyllis Freeman (Senate)
11:00 a.m. Your administration speaks -- Justham, Veno and Fisher (Carroll-Belknap)
1:00 p.m. Alan Cohen "Experimental-based learning in administration courses" (Merrimack)
2:00 p.m. Neil Kauffman "Parkway Project" (Carroll-Belknap)
3:00 p.m. Peter Fernald (Merrimack)
7:00 p.m. Two films "The Mural on our Street" and "Yellow Bus Cache" (Hillsboro-Sullivan)
8:00 p.m. "University without Walls" Harris, Owens and Clark (Hillsboro-Sullivan)

Wednesday, April 14, 1971
10:00 a.m. Departmental forum -- Zabarsky, Strauss, Richardson, and Halland (Senate-Merrimack)
11:00 a.m. Electrical Engineering 502 -- Lumbard (Durham Room)
12:00 noon Council on Educational Innovation (Carroll-Belknap)
1:00 p.m. Schreiber report (Senate-Merrimack)
2:00 p.m. Fernald-Brockelman debate (Strafford)
3:00 p.m. Film "The Student" (Hillsboro-Sullivan)
7:00 p.m. "This is Your Life" (Carroll-Belknap)
8:00 p.m. "Children as People" (Carroll-Belknap)

Thursday, April 15, 1971
10:00 a.m. Philosophy of Education Discussion (Sullivan)
1:00 p.m. Brown Report (Hillsboro-Sullivan)
8:00 p.m. Theatre -- "The Architect and the Emperor of Eurasia" (Strafford)

Friday, April 16, 1971
11:00 a.m. Your administration speaks (Office of Admissions) (Carroll-Belknap)
1:00 p.m. Workshop by Theatre (Hillsboro-Sullivan)
2:00 p.m. Leftover workshops from Thursday (Carroll-Belknap)
3:00 p.m. Rev. J. Swanson "Radical Education" (Hillsboro-Sullivan)
4:00 p.m. Prof. Fred Jervis "Summing Up" (Carroll-Belknap)
9:00 p.m. Multi-media show -- Dave Bury (Multi-Purpose Room)